

Life sciences

**Guides to
mainstreaming gender
in university teaching**

Psychology

**Esperanza Bosch Fiol
Salud Mantero Heredia**

Xarxa Vives
d'universitats



THIS COLLECTION OF GUIDES IS PROMOTED BY THE GENDER EQUALITY WORKING GROUP OF THE XARXA VIVES D'UNIVERSITATS [VIVES NETWORK OF UNIVERSITIES]

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PRESENTATION

What is the gender perspective and what relevance does it have in teaching undergraduate and graduate programmes? When applied to a university setting, the gender perspective or gender mainstreaming is a comprehensive policy to promote gender equality and diversity in research, teaching and university management—all areas affected by different gender biases. As a cross-cutting strategy, it involves all policies taking into account the characteristics, needs and interests of both women and men, and distinguishing biological aspects (sex) from culturally and historically constructed social representations (norms, roles, stereotypes) of femininity and masculinity (gender) based on sexual difference.

The Xarxa Vives d'Universitats (XVU) (Vives Network of Universities) encourages a cohesive university community and reinforces the projection and the impact of academe in society by promoting the definition of common strategies, especially in the gender perspective scope of action. It should be highlighted that policies that do not take into account these different roles and diverse needs and are, therefore, gender-blind do not help to transform the unequal structure of gender relations. This also applies to university teaching, where we offer students a compendium of knowledge to understand the world and intervene in their future professional practice, providing sources of reference and academic authority and seeking to promote critical thinking.

Knowledge transfer in the classroom that is sensitive to sex and gender offers different benefits, both for teachers and for students. On the one hand, deepening the understanding of the needs and behaviours of the population as a whole avoids partial or biased interpretations—both theoretically and empirically—that occur when using man as a universal reference or when not taking into account the diversity of the female or male subject. In this way, incorporating gender perspective improves teaching quality and the social relevance of (re)produced knowledge, technologies and innovations.

On the other, providing students with new tools to identify stereotypes, social norms and gender roles helps to develop their critical thinking and skill acquisition that will enable them to avoid gender blindness in their future professional practice. Furthermore, the gender perspective allows teachers to pay attention to gender dynamics that occur in the learning environment and to adopt measures that ensure that the diversity of their students is addressed.

The document you are holding is the result of the biannual 2016-2017 work plan of the XVU Gender Equality Working Group, focused on gender perspective in university teaching and research. At an initial stage, the report entitled *La perspectiva de gènere en docència i recerca a les universitats de la Xarxa Vives: Situació actual i reptes de futur (2017) [Gender Perspective in Teaching and Research at Universities in the Vives Network: Current Status and Future Challenges]*, coordinated by Tània Verge Mestre (Pompeu Fabra University) and Teresa Cabruja Ubach (University of Girona), found that the effective incorporation of gender perspective in university teaching remained a pending challenge, despite the regulatory framework in force at European, national and regional levels of the XVU.

One of the main challenges identified in this report in order to overcome the lack of gender sensitivity in curricula on undergraduate and postgraduate programmes was the need to train teachers in this skill. In this vein, it pointed out the need for educational resources that help teachers provide gender-sensitive learning.

At the second stage, these guidelines for university teaching with a gender perspective has been prepared, under the coordination of Teresa Cabruja Ubach (University of Girona), M. José Rodríguez Jaume (University of Alicante) and Tània Verge Mestre (Pompeu Fabra University). Altogether, eleven guides have been developed—with between one to four guides for each field of knowledge—by expert lecturers and professors from different universities in applying a gender perspective in their disciplines:

ARTS AND HUMANITIES:

HISTORY: Mónica Moreno Seco (Universitat d'Alacant)

ART HISTORY: M. Lluïsa Faxedas Brujats (Universitat de Girona)

PHILOLOGY AND LINGUISTICS: Montserrat Ribas Bisbal (Universitat Pompeu Fabra)

PHILOSOPHY: Sonia Reverter-Bañón (Universitat Jaume I)

SOCIAL AND LEGAL SCIENCES:

LAW AND CRIMINOLOGY: M. Concepción Torres Díaz (Universitat d'Alacant)

SOCIOLOGY, ECONOMICS AND POLITICAL SCIENCE: Rosa M. Ortiz Monera and Anna M. Morero Beltrán (Universitat de Barcelona)

EDUCATION AND PEDAGOGY: Montserrat Rifà Valls (Universitat Autònoma de Barcelona)

SCIENCES:

PHYSICS: Encina Calvo Iglesias (Universidade de Santiago de Compostela)

LIFE SCIENCES:

MEDICINE: M. Teresa Ruiz Cantero (Universitat d'Alacant)

PSYCHOLOGY: Esperanza Bosch Fiol and Salud Mantero Heredia (Universitat de les Illes Balears)

ENGINEERING:

COMPUTER SCIENCE: Paloma Moreda Pozo (Universitat d'Alacant).

Learning to incorporate the gender perspective in subjects merely implies a reflection on the different elements that constitute the teaching-learning process based on sex and gender as key analytical variables. In order to review your subjects from this perspective, the guidelines for university teaching with a gender perspective provide recommendations and instructions that cover all the following elements: objectives; learning outcomes; content; examples and language used; selected sources; teaching methods and evaluation, and management of the learning environment. After all, incorporating the principle of gender equality is not just a matter of social justice but also teaching quality.

Teresa Cabruja Ubach,
M. José Rodríguez Jaume
and Tània Verge Mestre, coordinators

01. INTRODUCTION

Esperanza Bosch Fiol, senior lecturer, and Salud Mantero Heredia, equality specialist and graduate in psychology, both from the University of the Balearic Islands, include a wide range of recommendations in this guide to introduce the gender perspective into the teaching of psychology. Through teaching, we offer students a set of knowledge to understand the world and social relations, provide sources of reference and academic authority, and seek to put participation and critical thinking into practice. As this guide shows, without a reflection on the gender biases that may be present in the exercise of our teaching, lecturers may inadvertently reinforce and perpetuate gender inequality.

For this reason, the guide begins with a discussion of the aspects that mark gender blindness in the disciplines looked at in this guide and its implications (section two). In this sense, it points out how these disciplines have been built from the male experience in relation to concepts, variables and indicators, causing the experience, spaces and work assigned to women to be traditionally disparaged and their contributions rendered invisible.

The guide then looks into different tools to help teachers to provide gender-sensitive teaching. On the one hand, it offers general proposals to incorporate a gender perspective into teaching (section three); on the other, it presents the contributions of various authors who, in response to the androcentric bias in life sciences, have highlighted the importance of studying social reality from new paradigms that include and value women's experiences. Likewise, the guide also underlines the importance of advancing towards a science committed to gender equality, identifying and problematising existing inequalities and offering solutions to eradicate them.

In turn, concrete proposals are presented to introduce the gender perspective in teaching in the mentioned disciplines. A series of best practice approaches is offered, including contents, assessments and teaching methodologies in the life sciences, particularly psychology (section four). The guide also contains different teaching resources (section five) and provides indications on how lecturers can help students to incorporate the gender perspective in research, especially in their final degree project or master's thesis (section six). Moreover, it contains different query tools, such as websites, bibliography, glossary of concepts and links to teaching guides, which can serve as examples (section seven) and presents some ideas to go further into the process of reflection on how to provide gender-sensitive teaching (section eight).

02. GENDER BLINDNESS AND ITS IMPLICATIONS

In psychology, criticism from a feminist or gender perspective has questioned androcentrism in the field and pointed out, for example, that a significant part of traditional studies was carried out on samples with scant representation of women with the subsequent results being then generalised for the entire population. In other words, standards were defined for one group—men—which were taken as general, whilst the other group—women—was deemed as outlying.

In traditional psychology, moreover, women participated little in the discipline and those who did (Anna Freud, Carolyn Sherif, Carolyn Miles, Joan Erikson, etc.) obtained little recognition. Not only have women been underrepresented as objects and subjects of research, and in the definition of psychological concepts, but also gender biases can be seen in other phases of psychological research (Table 1) (see Ferrer & Bosch, 2005).

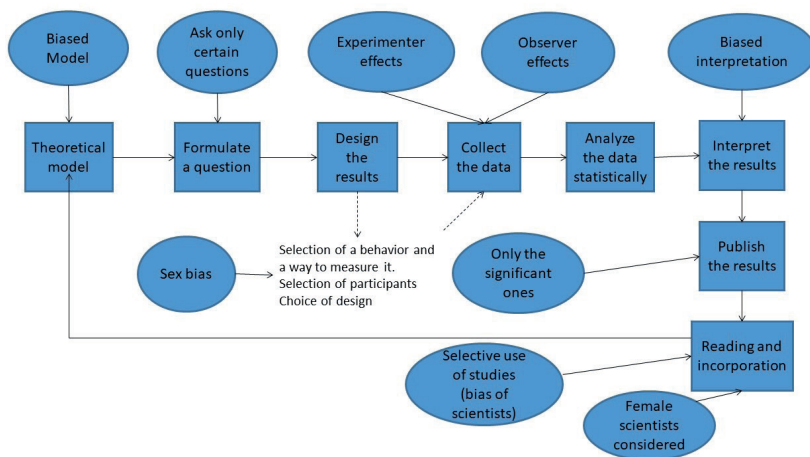


Table 1. The process of psychological research (rectangles) and the possible ways of introducing gender biases (circumferences). Taken from Janet S. Hyde (1995 p. 23).

One example of gender bias in psychology is linked to comparative studies between women and men, which date back to the 16th century. The results obtained in these studies were used for a long time to justify the mental and psychological inferiority of women, as well as their exclusion from the educational sphere and

their participation in public life. From this branch of differential psychology, three comparative aspects were highlighted:

1. The differences with respect to the size of the brain and its effects in the development of intelligence and temperament, with women coming off worse (Barberá, 2000) which has continued until the present day. In the nineteenth century, greater brain size was asserted as the reason for 'greater intelligence' in men—a presupposition that was never questioned despite a continuous failure to verify the premise. Even today, differential tables are used in psychometry for the evaluation of intelligence in men and women.
2. The hypothesis of greater interindividual variability among men than among women.
3. The influence of maternal instinct on female nature, thus justifying the exclusion of women from education (Barberá, 2000).

This is why it is essential to introduce and apply the gender perspective to psychology, since it allows us to understand social, cultural and political complexity ignored by other approaches, that stubbornly present a 'naturally androcentric' world. It is important to provide another vision and interpretation of reality, thus modifying the one we already know; it is not a question of creating a new reality, but rather posing new problems and new perspectives.

Finally, a brief reflection should be made on the gender inequalities in professional practice, linked to the lack of preparation and specific knowledge of therapists regarding gender violence and its patriarchal social context. This can lead to poor clinical practice where therapists may, for example, not deem this problem as relevant in cases where it is not a specific reason for consultation. Many women relate their experience with therapists and doctors commenting on the absence of questions about it, or the refusal to go into it in-depth, when the woman herself mentions it (Bosch, Ferrer & Alzamora, 2006).

03. GENERAL PROPOSALS TO INTRODUCE A GENDER PERSPECTIVE IN TEACHING

In this section we will present some issues that should be taken into account regarding gender mainstreaming in teaching which we hope, alongside other points in this guide, will provide useful information for this purpose.

Reviewing Androcentrism

Androcentrism, i.e. the ordering of the world by taking man as its centre and measure of all things, is not an abstract concept, but rather reflected in the most diverse areas of daily life, including, of course, science and scientific thought.

Thus, as Victoria Sau points out (2011), the task of sweeping away the patriarchy cannot exclude psychology. Although women were making some headway in more openly entering the psychological task, it was saturated with the names of distinguished men in all sub-areas of the discipline, such as Wundt, Binet, Stern, Spearman, RB Cattell, and so many others; and in psychoanalysis, Freud and his group, both dissidents and early followers, populated the field. These authors commonly saw women as other in the sense of assigning them a secondary category with respect to men, to whom all of them assign a unique and normative model. The feminist impulse opened up major cracks in traditional psychology (across the board) by questioning the affective knowledge of misogyny. Thus, Leta Stetter Hollingworth, Helen B. Thompson and, shortly afterwards, Anne Anastasi attributed the differences observed between the sexes to education and culture. In turn, Karen Horney and Clara Thompson rebelled against a discourse in psychoanalysis impregnated with the stereotypes of the time and a unisexual vision.

Feminist Pedagogies (Feminist Psychology)

Women's studies—feminist research across all disciplines—is a reality that has been consolidated not only within diverse cultural institutions but also in universities themselves (Sau, 2011). This wave of academic feminism quickly spread to different disciplines, including psychology, with the birth of Feminist Psychology. The concept refers to the attempt to demystify the supposed neutrality of psychological knowledge and to question the values, prejudices and structures of traditional academic and scientific authority, revealing the underlying androcentrism in a good number of assumptions in traditional psychology and thus questioning its results and conclusions (Ferrer and

Bosch, 2003b). Furthermore, it endorses the differentiation between sex and gender; focuses on the analysis of social structures and the sex-gender system; incorporates the gender and feminist perspective; analyses the way in which women's and men's lives are influenced by gender conditioning (including the study of the effects of gender identity, gender roles and stereotypes, or any other related issue); is guided by the values and principles of feminism, and therefore places a major emphasis on improving women's lives, and has, in short, the ultimate goal of generating social transformation (Ferrer, 2017).

This new psychology was endorsed by the APA in Division 35 in 1973, which in its initial stage was known as Women's Psychology or the Psychology of Women. This is an interesting issue that students should be made aware of, since a professional profile can be developed related to the principle of equality between women and men. At this point, it is worth mentioning that there are other psychologies, also linked to the category of gender, such as those in the Men's Studies or Masculinity Studies, represented by the Society for the Psychological Study of Men and Masculinities, Division 51 of the APA (created in 2005); or LGBTB studies, represented by the Society for the Psychological Study of Lesbian, Gay, Transgender and Bisexual Issues, Division 44 (created in 1985), both of which are gaining ground and weight day by day, constituting in this sense emerging areas that should therefore be taken into consideration.

Gender System and Gender Mandates and Stereotypes

As mentioned, an important subject of study for Feminist Psychology was, and remains, the study of sex-gender differences. Currently, three approaches with a high level of scientific productivity coexist (Cala & Barberá, 2009). Therefore, in order to bring students closer to this issue, it is essential to explain the different approaches that have been made to the concept of sex-gender. In summary, and taking as a reference the work of M^a Jesús Cala and Esther Barberá (2009), they are as follows:

- BE. The sex-gender system as an internal domain: it is undoubtedly the oldest tradition where the sex-gender system is conceived as a subject variable, an inherent characteristic of the person that determines the way in which he or she behaves. It focuses on comparing women and men, and aims to uncover the extent of these differences.
- BELIEVE. The sex-gender system as a psychosocial construction or stimulus variable. It is based on the fact that gender is a salient category

in any cultural and social context, and focuses on studying the effects that the perception of the other person as a man or woman can have on an individual (Ferrer, 2017).

- DO. The sex-gender system as an interactive activity (performing gender) is conceived as something that people do, rather than as a property that individuals possess. It neither exists intrinsically nor is constructed cognitively, but rather it is something that is generated in social interaction and life practices.

In turn, and with regard to stereotypes and the gender mandate, in order to raise awareness amongst students we can start from the basis of the theory of differential socialisation. It is possible to explain how this process takes place with examples, and highlight how these mandates tend to traditionally associate masculinity with aspects of public social life and femininity with aspects of private life, and thus explicitly, and sometimes more subtly, ensure that an androcentric message continues to be perpetuated. Furthermore, one of the keys to the strength of this process lies in the congruence of the messages issued by the different socialising agents (such as the family, culture, education, the media, etc.). A good way to illustrate how these mandates are constructed is through experiments with babies, such as those where the same baby is dressed in pink or blue and you can see how adults interact differently if they think it is a boy or a girl (Video in section five).

Likewise, it is possible to work on how gender relations, androcentrism, patriarchy and the heteronormative matrix operate in the social construction of psychological knowledge, as well as in its transmission and application.

Visibility of Female Authors

As mentioned in the previous point, one of the traditional problems of psychology is the lack of visibility of women psychologists in their own discipline. In psychology, as in other scientific areas, pioneering women faced different scenarios in their lives (difficulties derived from reconciling personal and professional life) and in their academic and professional careers (difficulty in obtaining degrees, in consolidating their positions, in doing research, etc.); they therefore experienced low participation little in the initial stages of the discipline, and those who did participate, obtained scant recognition. However, although their numbers were small in the early days, it is impossible to deny their presence and contributions, some of which have been key in the structuring of psychology.

The participation of these pioneers has remained largely invisible, and even today they are scarcely known due, amongst other reasons, to the following:

- Some of their publications were made in collaboration with authors who (because they were lead authors or for other reasons) have indeed gone down in the history of the discipline. This was the case with Else Frenkel-Brunswick, who collaborated with Theodor Adorno, or with María Rickers-Ovsiankina and Bluma Wulfovna Zeigarnik, who collaborated with Kurt Lewin.
- Loss of one's own name in favour of a spouse's name, as is the case with Mamie Phipps Clark or Carolyn Wood Sheriff.
- The successive change of surname, if there is a divorce and a subsequent remarriage, with the consequent difficulty of making the author's entire career visible.
- The scientific regulations that determine the format of citations and bibliographical references (which must include the initial surname, but not the full name), which may lead to the assumption that the authors are male when in fact there may have been male and female authors who developed the work (Ferrer, V.A. 2017). *Feminism and Social Psychology*. Madrid. Ed: Grupo 5.
- Likewise, institutional mechanisms.

04. PROPOSALS TO INCORPORATE THE GENDER PERSPECTIVE IN PSYCHOLOGY

As a discipline that studies human behaviour, psychology cannot be blind to gender in any of its fields, and this makes it essential to incorporate **gender mainstreaming** into course curricula. In general, including this perspective can be summarised in a cross-cutting manner by **four basic strategies**.

Firstly, the incorporation of the **gender variable**, which should lead to an analysis of the discipline and be incorporated into practices, group work, etc. Secondly, the **detection of gender biases** such as scientific myths and *lies*, by adopting a critical attitude towards all those theories and research based on the differences between women and men, or that have been blind to gender. Thirdly, giving **visibility to women** as creators of knowledge, and also as subjects of study. And finally, the use of **inclusive or non-sexist language**. We must bear in mind that we are talking about a fairly feminised discipline, where the majority of students are women, and where we hear complaints from female students about the use of the plural male by teachers in the classroom, sometimes even when there is no male student present. Although using inclusive language goes beyond the use of the feminine or masculine, it also includes how language is used in the construction of scientific discourse. For example, if we say that ‘the performance of women in test X is below that of men’, we are taking men as benchmarks for the norm, and women as ‘the other’, the different ones: prejudice is expressed in a more veiled or subtle way (Bonilla, 2010).

In turn, students should be made aware that the acquisition of knowledge on gender issues has benefits across different levels (social, personal, etc.) as well as in professional practice, which will be reinforced by applying the gender perspective. It will also contribute to professional development and future careers in terms of equal opportunities between women and men, thanks to their supplementary postgraduate training as gender equality specialists (e.g. equality officers). In the specific case of clinical practice, it will help them to better understand the causes and characteristics of male violence, and to detect and intervene more effectively in possible cases by improving their professional skills.

Shifting the focus, as gender specialists and psychology lecturers, we believe that gender mainstreaming must be changed in course guides, although in order to ensure a minimum level of specific knowledge about equality and gender violence, it is essential to design a specific module or specific subjects in the programme, such as the one presented below which is currently running

at the Faculty of Psychology of the University of the Balearic Islands. Right now, ours is the only university in Spain to offer an approved module as a mandatory subject component.

The module below is part of the curriculum for the Degree in Psychology at the University of Balearic Island. It was approved in September 2009 and has been implemented since the 2009-2010¹ academic year, thanks to the impetus of the Research Group on Gender Studies.

Module Title: EQUAL OPPORTUNITIES AND GENDER IN PSYCHOLOGY

Objectives of the subject/module: ensure respect and compliance are included alongside the principle of equal opportunities between men and women in the training of students on the Degree in Psychology.

Module features: six basic training credits taught in the 1st year and six elective credits taught in the 4th year. Assessment is carried out in accordance with the methods linked to theoretical and practical tasks, where students must demonstrate that they have achieved the planned skills.

Methodology: the module subjects run in a coordinated way. In each, the theoretical content is explained in theory masterclasses (large group), alongside several texts and reference readings that serve to anchor the knowledge linked to the planned skill acquisition. These classes lead to practical session (medium-sized group), where the contents learnt will be applied to real situations and contexts from text readings and comments, problem-solving, case analysis, etc. This will enable students to start working on the planned skills. Furthermore, students will have to undertake individual independent study and work to take on board all the knowledge imparted in the theory and practical sessions. Finally, they will demonstrate their knowledge by taking the written theory and practical tests that will be scheduled at the appropriate time.

Cross-cutting skills: the specific and generic skills that students will acquire include:

- The ability to identify differences, problems and needs in different psychological contexts (individual, group, inter-group, organisational, inter-organisational, etc.).
- Developing an ethical and social commitment, showing sensitivity for individual and community problems.

1 <https://estudis.uib.es/es/grau/psicologia/GPSI-P/21303/index.html>

- Critical reasoning.
- Recognising diversity and multiculturalism.
- The ability to contribute to the knowledge and development of human rights, democratic principles and equal opportunities amongst all people.

Subjects Comprising the Module

Subject: EQUAL OPPORTUNITIES AND GENDER IN PSYCHOLOGY (mandatory)

Contextualisation: This subject is part of the framework of the degree programme in psychology as a specific basic training course that offers a necessary foundation for students to apply their later knowledge whilst, at the same time, representing an initial starting point for those who wish, in the future, to go further and specialise professionally in topics such as gender violence or equality policies (by taking elective subjects on the degree that are part of the same module, and by taking an official master's degree in this subject in the future).

Contents:

- Topic 1. Fundamental rights within the framework of the Universal Declaration of Human Rights and their subsequent development in regulations and recommendations from international bodies.
- Topic 2. Equal opportunities as a strategy for the application and fulfilment of democratic values in today's society.
- Topic 3. Origins and key concepts in equal opportunities: direct and indirect discrimination, positive action and mainstreaming.
- Topic 4. Translating the principle of equal opportunities at universities, e.g. the implementation of gender studies in psychology.
- Topic 5. Gender violence as the maximum expression of inequality between women and men: causes and types. The principle of equal opportunities as a strategy for the prevention of gender violence.

Teaching methodology: The subject comprises theory masterclasses, five practical classes, one mid-term and one final exam.

Examples of practical classes:

- Practical activity 1: Viewing and commenting in a group and in writing a topical video related to the subject.
- Practical activity 2: Internet resources. The practical session in the classroom will comprise a review of bibliographic sources for the subject alongside the students and guidelines will be given for them to carry out a search for resources on the web.
- Practical activity 3: Female voices in psychology. The session will comprise a reflection on the figure of women in the field of psychology and some pioneering psychologists will be presented.
- Practical activity 4: Proposed intervention. The practical session in the classroom will comprise students preparing in a group and in writing a proposed intervention to implement and/or promote the principle of equal opportunities that will be submitted to the lecturer.
- Practical activity 5: Writing and giving an oral presentation on a life history. From the beginning of the semester each individual student will prepare a life history of three generations of women in their family on their mother's side (mother, grandmother and great-grandmother). The practical session in the classroom will comprise each student making a brief presentation of the most outstanding features from their work.

Subject: GENDER VIOLENCE² (Elective)

Contextualisation: this elective subject focuses on the analysis of gender violence, which is included in the 'Equal opportunities and gender in psychology' module.

Contents:

- Topic 1. Gender violence as a social phenomenon.
- Topic 2. Violence against women in couples and sexual harassment.
- Topic 3. Theoretical perspectives for the analysis of gender violence.
- Topic 4. Romantic love and gender violence.
- Topic 5. General lines in psychosocial intervention for the phenomenon of gender violence.

Teaching methodology: The subject comprises theory masterclasses, four practical classes, one mid-term and one final exam.

Examples of practical classes:

- Practical activity 1: Viewing and commenting in a group and in writing an audio-visual resource.
- Practical activity 2: Causal analysis. Each student will choose a type of violence against women to which they will apply the pyramidal explanatory model and prepare a written report.
- Practical activity 3: Study of myths about violence.
- Practical activity 4: Film forum. The practical session in the classroom will comprise students watching a film on a topic related to the subject.

05. TEACHING RESOURCES

Oral Teaching Resources

Below are some specific topics for oral presentations that may be of interest, such as:

- The construction of misogynist thought. In general, any discipline where differences between women and men are transmitted.
- Women pioneers in psychology, with their contributions to and critical thinking on dominant theories, e.g. highlighting the position they adopted regarding the supposed natural differences between men and women (History of Psychology and other specialties).
- Women psychoanalysts and the concept of femininity, taking into account their positions (e.g. Karen Horney) (History of Psychology and Clinical Psychology or Personality).
- The construction of the concepts of masculinity and femininity, from a historical perspective, and on the biases expressed in the creation of questionnaires to evaluate them (Personality, Psychometry).
- The supposed differences between the male and female brain, gender biases, as well as similarities and differences within each sex (Psychobiology).
- The role of maternal instinct in women, whether it exists or not (Psychobiology, Basic Psychology).
- The co-educational model and the hidden curriculum (Psychoeducation).

Written Teaching Resources

With regard to using gender-sensitive language, the psychology student group put together the following guide:

- Guide to Inclusive Language of CEP-PIE: <http://www.cep-pie.org/wp-content/uploads/2017/11/Guía-lenguaje-inclusivo-CEP-PIE.docx.pdf>

Below is a list of **manuals, books and academic articles** to introduce the gender perspective in teaching, and specifically in psychology.

Manuals and Books:

Manual de Recomendaciones de Buenas Prácticas. Psicología e Igualdad de género. Official College of Psychologists, COP. <http://www.cop.es/GT/MANUAL-BUENAS-PRACTICAS.pdf>

EAGLY, Alice H.; BEALL, Anne E. and STERNBERG, Robert S. (eds.) (1993). *The Psychology of Gender*. New York: Guildford Press.

GARCÍA COLMENARES, Carmen (2011). *Las primeras psicólogas españolas: itinerario hueso vitales y profesionales*. Granada: Universidad de Granada.

GARCÍA DAUDER, Dau (2016). *Psicología social de género*. Madrid: Dykinson. The book is divided into two parts: the first is a reflective exercise on teaching practice and educational activity, which argues the need to introduce critical gender thinking across the board in university training (specifically, in psychology); the second is a training guide that offers tools for analysing gender relations from the perspective of social psychology through different practices and activities.

GARCÍA DAUDER, Dau (2005). *Psicología y Feminismo. Historia olvidada de mujeres pioneras en psicología*. Madrid: Narcea. A book about the first two generations of women psychologists from 1879 to 1930 in the United States, the visible cradle of psychology as a modern scientific discipline.

BARBERÁ, Esther and MARTÍNEZ BENLLOCH, Isabel (coordinators) (2004). *Psicología y género*. Madrid: Pearson Educación. This book is a compilation of various topics dealt with by different lecturers in Spanish universities. Some chapters include examples of exercises and questions for discussion.

Bosch, Esperanza; FERRER, Victoria A.; NAVARRO, Capilla and FERREIRO, Virginia (2011). *Incorporación de los Contenidos en igualdad de oportunidades y género en grado*. Palma: Universidad de las Islas Baleares. Col·lecció materials didàctics. A didactic manual prepared by lecturers from the University of the Balearic Islands that includes a section containing detailed descriptions of activities to work on in the classroom.

HYDE, Janet (1991). *Psicología de la mujer. La otra mitad de la experiencia humana*. Madrid: Ed. Morata SL.

CUADRADO, M. Isabel (2007). «Psicología social y género». In CUADRADO, M. Isabel and FERNÁNDEZ, Itziar (coords.): *Psicología Social*. Madrid: Sanz y Torres.

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- CABRUJA, Teresa and FERNÁNDEZ-VILLANUEVA, Concepción (2011). «Psicologías feministas: Perspectivas críticas, posmodernas y radicales». In OVEJERO, Anastasio y RAMOS, Júpiter (coords.). *Psicología Social Crítica*. Madrid: Biblioteca Nueva, SL 83- 97.
- CABRUJA, Teresa (2010). *Les dones de la psicologia i la 'psicologia' de les dones. VVA Doctes, doctores i catedràtiques. Cent anys d'accés lliure de la dona a la universitat*. Consell Interuniversitari de Catalunya - Departament d'Innovació, Universitats i Empresa de la Generalitat de Catalunya 98 - 111 Barcelona.
- FERRER, Victoria A. (2017). *Feminismo y Psicología Social*. Madrid: Grupo 5.
- SAU, Victoria (2000). *Diccionario ideológico feminista*. Barcelona: Icaria

Academic Papers

- «¿Las matemáticas Tienen sexo? A vueltas con las diferencias intersexuales en psicología». (2008) *Revista INFOCOPONLINE*. http://www.infocop.es/view_article.asp?id=2011
- BONILLA, Amparo (2010). «Psicología y género: la significación de las diferencias». *Dossiers feministas* 14: 129-150.
- FREIXAS, Anna (2012). «Las adquisiciones del género: El lugar de la educación en el desenvolupament de la identitat sexual». *Apuntes de psicología*, 30 (1): 155: 164.
- KITZINGER, Cecilia (2005). «Heteronormativity in action: Reproducing the heterosexual nuclear family in 'after hours' medical calls». *Social Problems* .52 (4): 477-498.
- BARBERÁ, Esther and CALA, María Jesús (2008). «Perspectiva de género en la psicología académica española». *Psicothema*, 20 (2), 236-242.
- FURUMOTO, Laurel and SCARBOROUGH, Elizabeth (1986). «Placing Women on the History of Psychology. The First American Women Psychologist ». *American Psychologist*, 41 (1): 35-42.

- GARTZ, Leire and LÓPEZ-ZAFRA, Esther (2016). «Gender Research in Spanish Psychology, part II: Progress and complexity in the European Context». *Sex Roles*, 74 (3): 97-106.
- CALA, María Jesús and BARBERÁ, Esther (2009). «Evolución de la perspectiva de género en psicología». *Revista Mexicana de Psicología*, 26 (1): 91-101.
- FUENTES-GUERRA SOLDEVILLA, Marina and Freixas Farré, Anna (1994). «La reflexión sobre el sistema sexo/ género. Un reto en la actual formación del profesorado». *Revista de educación* 304: 165-176.
- UNGER, Rhoda K. (2010). «Lo que buscamos es el que encontramos». *Quaderns de Psicologia*, 12 (2): 21-33.
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- CABRUJA, Teresa (2004). «Violencia doméstica: sexo y género en las teorías psicosociales sobre la violencia: Hacia Otras Propuestas de comprensión e intervenció». *Intervención Psicosocial*, 13 (2): 141-154.
- DONOSO, Trinidad; FIGUERA, Pilar and RODRÍGUEZ, María Luisa (2011). «Barreras de género en el desarrollo profesional de la mujer universitaria». *Revista de Educación mayo hasta agosto* 335: 187-212.
- LAND, Vicky and KITZINGER, Cecilia (2005). «Speaking as a Lesbian: Correcting the Heterosexist Presumption ». *Research on Language and Social Interaction* 38 (4):371-416.
- FERRER PÉREZ, Victoria A. and BOSCH Fiol, Esperanza (2005). «Introduciendo la perspectiva de género en la investigación psicológica sobre violencia de género». *Anales de Psicología*, 2 (1) k: 1-10

Visual Teaching Resources

And to finish we highlight some visual material, such as documentaries and videos:

- United Nations: World Women's Conferences.
- Video about Mary Calkin, one of the most prolific pioneers of psychology. <https://youtu.be/7Y1j72NwRlo> (8 min.)

- Video on children's reactions to the issue of violence against women. What happens if you put a boy in front of a girl and ask him to slap her? Length: 3:19 min
https://youtu.be/QOokC_Vo3eA
- *La Mente en pañales. Educación diferenciada entre niños.* Length: 2:56 min.
<https://www.youtube.com/watch?v=7hBX7YUAX2I>
- A psychological experiment on how we treat babies based on whether we think they are boys or girls.
- Video on sexist stereotypes in children Length: 9:44 min.
<https://youtu.be/xa0ilCmKJzg>
- Video on how beauty mandates affect our concept of self. *Belleza Real: Cómo te ves vs Cómo te ven.* Length: 6:58 min.
<https://youtu.be/sEsEYP7YQX4>
- *Para todos las 2-Mujeres pioneras.* Length: 30 min.
<https://www.rtve.es/alacarta/videos/para-todos-la-2/para-todos-2-mujeres-pioneras/1400046/>

06. TEACHING HOW TO CARRY OUT GENDER-SENSITIVE RESEARCH

Dealing with the gender dimension in research implies gender be considered a key analytical and explanatory variable. If relevant gender issues are missing or poorly addressed, the research results will be biased and potentially biased. Gender can therefore be an important factor in research excellence. For this reason, it is important to work with data disaggregated by sex, and to consider the gender variable in both qualitative and quantitative research. To support this process, it is also essential to dedicate research resources to gender-specific research (Gender Toolkit in EU-funded research, 2011).

In order to carry out gender-specific research, it is important to define gender indicators, which are those that point to changes in the role and status of men and women over time and, consequently, measure whether real equality of opportunity is being achieved (Dávila, 2004, seen in Navarro Guzmán, et al. 2010). Some recommendations on the use and selection of these indicators include trying to identify positive values or aspects, allowing comparisons to be made over time and between countries and regions, and being able to carry out evaluation and monitoring phases. An example of this type of gender analysis is situation diagnostics on gender equality carried out by Gender Equality Units/ Offices at universities.

Below are some basic points to include the gender perspective in research:

- Questioning traditional scientific research and its methods.
- Choosing procedures that do not contribute to the reproduction of gender bias and introduce elements of the social life of women and men into the discussion of the results and the formulation of explanatory hypotheses (Ferrer, 2017).
- Recognising gender as an essential category of analysis, and calculating and explaining the results by taking into account their importance (Ferrer, 2017).

- Using different research methods—both qualitative and quantitative—which can be complementary thanks to the information they provide: the first concerning contexts, meanings and power relations, and the second in terms of information that is out of context but accurate. With regard to purpose, the former can be used to generate hypotheses whilst the latter can contrast them; and in terms of the subject of study, the former can be used for individual cases and the latter for group trends.
- Obtaining sex-disaggregated data that provide information on men and women (Ferrer, 2017). This question is especially relevant if the conclusions can be extrapolated to the entire population. A traditional bias in this sense is linked to the sample selection, where traditionally men have been used more frequently as study subjects both in research with humans and animals. A classic example is research into performance motivation based exclusively on men (McClelland et al. 1953), with the results being then generalised for the entire population (Hyde, 1991).
- Recognising diversity and social and cultural complexity, including other relevant categories such as age, ethnicity, sexual orientation, etc. that are articulated amongst them (intersectionality); and raising objective research topics and hypotheses that take this complexity into account (Ferrer, 2017). For example, looking for samples that are as heterogeneous as possible. One should consider that, at time, the samples used in psychology studies are university students, which end up representing a fairly homogeneous and biased sample of society.
- Recognising the validity and importance of women's experience, making their real contributions visible (Ferrer, 2017).
- Bearing in mind hierarchical gender relations that are reflected in the construction of scientific knowledge through metaphors, values and symbols that represent and reproduce these hierarchies (Ferrer, 2017). In this way, we can avoid falling into a bias when interpreting the results. When the data have been collected, the experimenter must interpret them; when we talk about data related to statistically significant gender differences, the results can be interpreted in two ways, one of which is favourable to men and not to women.
- Keeping in mind when doing human research that the sex of the scientist may affect the results. For example, children cooperate better with female experimenters and adults with men (Hyde, 1991). To resolve this potential

bias, the ideal formula is for research teams to have both women and men participate as experimenters.

- Including institutions, departments and journals that focus on gender amongst target dissemination groups, alongside major research journals.

In conclusion, incorporating the gender perspective in psychology research involves explaining the general laws of human behaviour based on the diversity between men and women, in biological, experiential, social and cultural factors, carrying out analyses that often show that women's well-being is compromised as a result of the social roles that both men and women play (Ferrer, 2017). Moreover, it highlights the unequal power relations between women and men and the consequences of these inequalities on their lives, health and well-being (WHO 1998a, 1998b).

7. PEDAGOGICAL RESOURCES

Websites

- INFOCOP ONLINE. General Council of Psychology in Spain.
http://www.infocop.es/view_cat.asp?action=category&cat=62
- Red Hygeia (*Hygeia Network*).
<https://es.linkedin.com/in/red-hygeia-004b7bb7>
- Asociación para el Avance de la Ciencia Psicológica (AACP) (*Association for the Advancement of Psychological Science*)
<http://www.cienciapsicologica.org/>
- Asociación de Psicólogas para la Salud Integral de la Mujer (APSIM) (*Association of Psychologists for the Integral Health of Women*)
<https://apsimlaga.wordpress.com/>
- Asociación de Mujeres de Psicología Feminista (*Association of Women in Feminist Psychology*)
<https://psicologiafeminista.com/>
- Toolkit Gender in EU-funded research.
https://www.ki.si/fileadmin/user_upload/KINA24840ENC_002.pdf
- Women in Psychology.
<http://www.apa.org/pi/women/programs/psychology/index.aspx>
- The Women Who Changed Psychology
<https://www.verywellmind.com/women-who-changed-psychology-2795260>

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- Bosch, Esperanza; FERRER, Victoria A. and ALZAMORA, Aina (2006). *El laberinto patriarcal. Reflexiones teórico prácticas sobre la violencia contra las mujeres*. Barcelona: Antrophos.

- BOSCH, Esperanza; FERRER, Victoria; NAVARRO, Capilla and FERREIRO, Virginia (2011). *Incorporación de los Contenidos en igualdad de oportunidades y género en grado* Palma: Universidad de las Islas Baleares. Col·lecció materials didàtics.
- BOSCH, Esperanza; FERRER, Victoria; FERREIRO, Virginia and NAVARRO, Capilla (2013). *Violencia contra las mujeres. El amor como coartada*. Barcelona: Antrophos.
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- DE OLIVEIRA, João Manuel; SAAVEDRA, Luísa; NEVES, Sofia and NOGUEIRA, Conceição (2013). «La Psicología Feminista Crítica en el suroeste semiperiférico europeo: el intrigante caso de Portugal». *Teoría y crítica de la psicología* 3, 302-319.
- DONOSO, Trinidad; FIGUERA, Pilar and RODRÍGUEZ, María Luisa (2011). «Barreras de género en el desarrollo profesional de la mujer universitaria». *Revista de Educación* mayo-agosto 335, 187-212.
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- FERRER, Victoria A. and BOSCH, Esperanza (2015). «Psicología social y género». A Sabucedo, José Manuel and Morales, J. Francisco (director.). *Psicología Social* (p. 393-409). Madrid: Editorial Médica Panamericana.
- FREIXAS, Anna (2012). «Las adquisiciones del género: El lugar de la educación en el desarrollo de la identidad sexual». *Apuntes de psicología*, 30 (1): 155: 164.
- GARCÍA DAUDER, Dau (2005). *Psicología y Feminismo. Historia olvidada de mujeres pioneras en psicología*. Madrid: Narcea.
- GARCÍA DAUDER, Dau (2016). *Psicología social de género*. Madrid: Dykinson.
- GARCÍA DAUDER, Dau and PÉREZ SEDEÑO, Eulalia (2017). *Las 'mentiras' científicas sobre las mujeres*. Madrid: Los Libros de la Catarata.
- HYDE, Janet S. (1995). *Psicología de la mujer*. Madrid: Morata.

- MORENO, Montserrat; SASTRE, Genoveva and HERNÁNDEZ, José (2003). «Sumisión aprendida: un estudio sobre la violencia de género». *Anuario de Psicología*, 34 (2), 235-251.
- REYES ESPEJO, María Isabel and WINKLER MÜLLER, María Inés (2016). «Psicología y género, nuevos desafíos: editorial». *Revista de Psicología*, 25 (2), 1-4.
- SASTRE, Genoveva; MORENO, Montserrat and PAVON, Teo (1998). «Cultura de género y diversidad en el razonamiento moral». *Educación* 22-23, 141-153.
- SASTRE, Genoveva and MORENO, Montserrat (2002). *Resolución de conflictos y aprendizaje emocional: una perspectiva de género*. Ed: Gedisa.
- SAU, Victoria (2000). *Diccionario ideológico feminista*. Barcelona: Icaria.
- UNGER, Rhoda K. (2010). «Lo que buscamos es lo que encontramos». *Cuadernos de Psicología*, 12(2): 21-33.

Links to Teaching Websites / Syllabus for Gender-specific Subjects

- Optional Subject (OS), *Introducción a la Violencia de Género*, from the Degree in Psychology at the University of Girona.
[https://www.udg.edu/ca/estudia/Oferta-formativa/Oferta-dassignatures/Detalle-asignatura?Codigo = , & codip = 3101G0109](https://www.udg.edu/ca/estudia/Oferta-formativa/Oferta-dassignatures/Detalle-asignatura?Codigo=%20%26%20codip%3D3101G0109)
- Compulsory subject of *Competencias en materia de Igualdad*, within the Degree in Psychology at the UdG.
[http://www2.udg.edu/Guiadematrícula/Dissenyassignatura/tabid/15700/Default.aspx? Curso = 2.016 & codigo = 3101G01006 & language = 1](http://www2.udg.edu/Guiadematrícula/Dissenyassignatura/tabid/15700/Default.aspx?Curso=2.016&codigo=3101G01006&language=1)
- Subject: *Psicología de Género*, at the Faculty of Philosophy and Letters of the University of Cadiz.
<http://filosofia.uca.es/psicologia-de-genero/>
- Elective course (EC) *Género y Psicología*, within the degree programme in psychology at the Autonomous University of Madrid.
file:///C:/Users/Usuario/Downloads/GD_GENERO+y+psi-GIA_2017-18.pdf
- Optional Subject (OS) *Psicología del Género* within the psychology degree programme at the University of la Laguna.
<https://e-guia.ull.es/psicologia/query.php?codigo=31916090>

- Workshops on *Psicología y género*, from the Autonomous University of Barcelona.
<http://www.uab.cat/web/noticias/detalle-noticia-1345660902757.html?noticiaid=1345717805393>
- Optional subject (OS) *Igualdad y Violencia de Género*, on the Degree in Psychology at the European University Miguel de Cervantes.
<https://www.uemc.es/grados/grado-en-psicologia/asignatura/2148>.
- Compulsory subject (CS-Master) *Psicología, Género e Igualdad*, within the Master's in the Psychology of Social Intervention programme at the University of Murcia.
<https://aulavirtual.um.es/umugdocente-tool/htmlprint/guia/RmO9MvLvdDOgdyKyrflPq9SDGOdmiVJ7SLAlbEgwAsTsisKcKgl>
- Compulsory subject (CS) *Igualdad de oportunidades y género*, on the Degree in Psychology at the University of the Balearic Islands.
http://estudis.uib.cat/guia_docent/2017-18/21303/2/ca/guia_docent.pdf
- Optional subject (OS) *Violencia de Género*, on the Degree in Psychology at the University of the Balearic Islands.
http://estudis.uib.cat/guia_docent/2017-18/21334/1/es/guia_docent.pdf

8. FOR FURTHER STUDY

Journals

- *Feminism & Psychology* offers an intellectual and political archive filled with historical and contemporary analysis within feminism and psychology worldwide. The main aim of the peer-reviewed journal is to promote feminist theory and practice in—and beyond—psychology.
<https://journals.sagepub.com/home/fap>

Research Centres and Groups on Gender and Psychology

The following is a list of some research centres and groups related to psychology, gender and feminist studies.

Spanish Research Centres and Groups

- Estilos psicológicos, Género y Salud (*Psychological Styles, Gender and Health*). Complutense University.
<https://www.ucm.es/epsy/>
- Multidimensional Psychological Approach to Gender and Emotion Regulation. Jaume I University.
<https://www.uji.es/serveis/ocit/base/grupsinvestigacio/detall?codi=262>
- Género, Salud y Trabajo (*Gender, Health and Work*). Jaume I University
<https://www.uji.es/serveis/ocit/base/grupsinvestigacio/detall?codi=292>
- Centro Joan Rivière en Psicología y Género (*Joan Rivière Centre for Psychology and Gender*). Autonomous University of Barcelona.
<http://serveis.uab.cat/psicologiagenero/content/presentació>
- Discurso, Género, Cultura y Ciencia (DIGECIC) (Speech, Gender, Culture and Science) University of Girona.
https://www.udg.edu/ca/grupsrecerca/DIGECIC?_ga=2.49656486.181277394.1587375527-1001278988.1587375527
- Grupo de estudios de Género (Gender studies group). University of the Balearic Islands.
<https://www.uib.cat/recerca/estructures/grups/grup/ESTUDEGE/equip/index.html>

International Research Centres and Groups

- Gender and Feminist Psychology. University of Michigan.
<https://lsa.umich.edu/psych/program-areas/gender-and-feminist-psychology.html>
- Gender Development Group, within the Department of Psychology, University of Cambridge.
<https://www.psychol.cam.ac.uk/gdg>
- Gender Lab at Yale University.
<https://genderlab.yale.edu/>
- Women and Psychology Interest Group. Australian Psychological Society.
<https://groups.psychology.org.au/wip/>
- Women in Psychology (Wip), at Harvard University.
<https://women.psychology.harvard.edu/>

Other Resources

- Special issue: «Feminismo y/en/como Psicología», an article by María Isabel Reyes Espejo (2016), within the Blog da Rede Iberoamericana de Pesquisadores em História da Psicologia.
<https://ripehp.com/2016/06/17/numero-especial-feminismo-y-psicologia/>
- Feminist voices in psychology.
<https://www.feministvoices.com>

Traditional studies in the field of psychology have included samples with little representation of women, which has led to a skewed generalization of the results obtained to the whole population. In fact, this gender bias has been used over the years to justify the inferiority of women.

The Guide of Psychology to mainstreaming gender in university teaching offers proposals, examples of good practice, teaching resources and consulting tools that allow us to understand the social, cultural and political complexity of today's world.



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other disciplines at vives.org

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